



# ACPA Newsletter

PUBLICATION OF THE AMERICAN CATHOLIC PSYCHOLOGICAL ASSOCIATION

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## CONTINUATION OF THE NEWSLETTER

The Association has now completed ten years of existence, the NEWSLETTER seven years of publication. The NEWSLETTER was inaugurated as a means of filling the rather evident need for a means of regular communication among our members. It may be said, looking back, that at least the feature of regularity of communication has been achieved. The issues of the NEWSLETTER have never failed to appear at the pre-appointed intervals, and mostly on time. If this is only a modest achievement, it gains somewhat in stature owing to the fact that the Association has no full-time personnel and no paid employees. From the beginning, the NEWSLETTER has specialized in two things: (1) news and items of presumed interest to our members; and (2) book reviews. These two basic features of the NEWSLETTER were bolstered beginning in January, 1953, by a Supplement, which since that time has accompanied each NEWSLETTER. Exclusive of the present copy, 43 issues of the NEWSLETTER have appeared, 30 Supplements, and 206 book reviews.

At the beginning certainly the NEWSLETTER was looked upon as an interim publication, to fill the immediate need of contact among ACPA members and to bridge the gap to a more substantial publication, presumably a Journal. Various ACPA members have, from time to time, urged the launching of a Journal. The chief advantages of a Journal would be its greater permanence and the opportunity it would provide for the writing and publication of more substantial articles in the religio-psychological field. A Journal, however, would not only offer an opportunity for a series of substantial articles, it would also commit us to them, and there is reason to doubt that the ACPA, with its current membership, is yet able to guarantee a sustained series of sufficiently high-level articles. The cost of a Journal would be an important additional factor, and it is clear that the launching of a Journal would necessitate a substantial increase in Association dues. It was evident from the 1957 business meeting of the Association that many members would support an increase in dues, but it is equally evident that other members would be reluctant to do so.

The Board of Directors considered this entire question afresh at their meeting of last summer and voted, after due deliberation, to continue the NEWSLETTER. The latter, actually, has certain positive advantages (apart from economy), which a Journal either could not offer at all or could not as readily provide. One advantage of the NEWSLETTER is the frequency with which it makes contact with ACPA members. It appears six times a year, whereas a Journal could scarcely be thought of as appearing more frequently than four times a year, and perhaps not more than two or three times. A second advantage is the relative informality which the NEWSLETTER enjoys, precisely because it is only a NEWSLETTER. Many ACPA members apparently find this an attractive feature, which would no longer be possible in the more formal pages of a Journal.

It may be noted that the Supplement to the NEWSLETTER provides some opportunity for the issuance of limited articles on religio-psychological questions. The difficulty encountered in securing even these articles, is one of the facts which convinces your editor that the Association is not currently ready to support a full-fledged Journal, in terms of the level of articles which would be required. We are partially meeting the demand for a more permanent form of publication by issuing the Papers from the annual ACPA meetings. The Papers from the 1956 meeting appeared last year under the title: PERCEPTION IN PRESENT-DAY PSYCHOLOGY, and the Papers from the 1957 meeting will appear in a second volume as soon as the editorial and printing work on them can be completed, which will be sometime in the Spring. The NEWSLETTER in

## ACPA NEWSLETTER

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its current form was made more readable last year when the Association purchased an IBM typewriter for use in preparing the NEWSLETTER copy. A further effort is being made in the same direction beginning with the current issue where the book reviews are typed in double columns instead of full lines across the page, which are more difficult to read.

## GUILD OF CATHOLIC PSYCHIATRISTS

This organization was founded in 1950 with a two-fold purpose: (1) to acknowledge the existence of God and to recognize His primary place above all His creatures; and (2) to promote the proposition that sound psychiatry has no conflict with the Christian moral law. Since 1952, the Guild has been publishing a BULLETIN, of which there are two numbers a year. Subscriptions to the BULLETIN, at \$4.00 a year, are obtainable from The Guild of Catholic Psychiatrists, 566 Elm Street, Stamford, Conn.

From its inception until this year, the Guild has been following the practice of meeting at the time and place of the annual convention of the American Psychiatric Association, in quite the same manner as our own Association. This year, however, the Guild has decided upon a separate meeting of its own, and the meeting this year is being held at Catholic University, Washington, D.C., on February 10th and 11th. Believing that the meeting, the theme of which is "Psychiatric Aspects of Pastoral Practice," would be of interest to many ACPA members, the Guild has furnished a supply of programs of the meeting, a copy of which is enclosed with the current NEWSLETTER.

## PLACEMENT OPPORTUNITIES

Instructor in psychology. Man desired with Ph.D. degree or near Ph.D.; begin September 1958. Salary range is from \$4800 to \$5800, depending upon qualifications and experience. Contact: Rev. E. C. McCue, John Carroll University, Cleveland 18, Ohio.

## NEWS BRIEFS

ABOUT ACPA MEMBERS. Rev. William A. Botzum, C.S.C., chairman of the department of psychology at the University of Portland, has been named to the executive board of the Oregon State Psychological Association. . . . Mrs. Rose R. Flynn, of the Brooklyn Association for Rehabilitation of Offenders, was asked by a U. S. Senate subcommittee investigating juvenile delinquency to submit her views on how best to cope with the problem, at a subcommittee hearing in the U. S. Courthouse, New York City. . . . The ACPA was well represented at the first Academic Symposium of the Academy of Religion and Mental Health, held at Arden House, Harriman, New York, December 6 - 8. The topic of the three-day symposium was: "Inter-disciplinary Responsibility for Mental Health -- a Religious and Scientific Concern." Present were the following ACPA members: Rev. William C. Bier, S.J., Rev. Charles A. Curran, Rev. William J. Devlin, S.J., Rev. Noel Mailloux, O.P., and Gregory Zilboorg, M.D. . . . Insight for Youth, a weekly guidance series over station WRCA-TV, New York City, which started last Fall, will continue for the rest of the Winter and Spring through Sunday, June 29th. The program appears at 9:15 A.M. each Sunday morning and is produced by the Student Personnel Service of St. Francis College, Brooklyn, in conjunction with Radio and Television Communications of the Archdiocese of New York. Brother Philip Harris, O.S.F., Director of Student Personnel at St. Francis, acts as program host and co-ordinator. . . . Rev. John J. Evoy, S.J., chairman of the department of psychology at Gonzaga University, Spokane, has been named to the five-man examining board for psychologists certified by the Department of Licenses of the State of Washington. . . . Robert F. Medina, of the J. Walter Thompson Co., was one of seven participants from as many advertising agencies discussing the topic: "Applied Communications Research" at the Illinois

## TEN YEARS OF THE ACPA

William C. Bier, S.J.  
Fordham University

This year the ACPA is holding its tenth anniversary meeting, which seems an appropriate time to record the beginnings of the Association and its history to date, the more so since the only existing account is the brief one furnished in Misiak's and Audt's Catholics in Psychology (New York: McGraw-Hill, 1954).

## Start of the Association

As early as 1946, the possibility of a Catholic Psychological Organization was discussed at considerable length by a small group of interested persons. These discussions culminated in a formal attempt to bring together prospective members at the 77 APA convention in Detroit. A list of prospective members was gathered from three sources: (1) systematic scanning of the APA Directory for persons with Catholic affiliations; (2) lists of graduates of current graduate students, furnished by Catholic departments of Psychology; and (3) additional names suggested by those reached through the first two sources. All of the persons identified in these ways were contacted by a letter sent out from the Psychology Department of the Catholic University of America and signed by the author of the present article, inviting them to a luncheon meeting at Mercy College in Detroit on September 11, 1947. One hundred and ten persons turned out for the luncheon, and a somewhat larger number for the meeting which followed.

Those present at the initial meeting voted overwhelmingly to form the projected organization. Details were left in the hands of a Committee on Organization with the following geographical and personnel make-up: Chicago: Rev. Charles I. Doyle, S.J. (Loyola U.), and Dr. Walter L. Wilkins (Notre Dame); Detroit: Dr. Alexander A. Schneiders, U. of Detroit and Sr. Mary, I.H.M. (Marygrove); Canada: Dr. Roger Philip, F.S.C. (Queen's U., Kingston) and Dr. Lawrence T. Dayhaw (U. of Ottawa); New York: Dr. Joseph F. Kubis (Fordham U.) and Rev. Richard T. Zegers, S.J. (Columbia); Washington: Dr. John W. Stafford, C.S.V. (Catholic U.) and

Dr. M. Gertrude Reiman (Catholic U.). Rev. William C. Bier, S.J. was chairman of the Committee.

This committee held two physical meetings, the first at Marygrove College, Detroit, on January 3, 1948, and the second at Fordham University, New York, on June 15 and 16. At the first of these meetings, three resolutions were passed affecting the aims, the membership requirements, and the name of the organization. A mail poll of opinion was conducted on these three basic points, and guided by the response to this inquiry, the Committee proceeded in its New York meeting to draft a constitution embodying these and other necessary and appropriate provisions. The proposed constitution was distributed to all potential members during August and considered at the second annual meeting of the Association at Boston College on September 18, 1948.

Out of the Boston meeting came several recommendations for modifications in the proposed constitution. These recommendations were submitted to mail ballot and the voting on them during November 1948 constituted the formal adoption of the constitution. The charter members of the Association were those who voted on the adoption of the constitution and who satisfied the membership requirements. Ballots on the adoption of the constitution were sent to 630 persons and returned by 275. Of the latter, 144 were constituent members, 87 associate, and 44 potential members. The category of potential membership was a temporary expedient, not provided for in the constitution, and created merely to provide for those who had been invited to share in the organization of the Association and had done so, only to find themselves excluded when the membership requirements were established. These persons were given the period until August, 1951, to meet the requirements and still qualify as charter members.

Two distinct, though related problems, dominated the discussions during the organizational phase of the Association. The first was the fear that the Organization might serve to constitute Catholics as a separatist group in the field of psychology. The second

question concerned membership requirements. Since it was desired to have an organization of professionally qualified psychologists rather than a mere interest group, the membership requirements adopted were those of the APA. Two classes of members were created: constituent, who are prior members of the APA, and associate, who do not belong to the APA, but who have the qualifications for such membership. Constituent members are the only voting and office-holding members in the Association, this differential being created precisely to encourage qualified Catholics to join the APA. By further scheduling the annual meeting at the time and place of the APA convention, Catholics would be encouraged to attend the latter convention and to participate in other ACPA activities.

The final work of the Committee on Organization was to conduct the first nomination and election of officers. This was done during the spring and summer of 1949, so that at the time of the third annual meeting at Regis College in Denver, Colorado, on September 7th, 1949, the Committee was able to turn over to the newly elected officers of the Association a fully-formed organization.

#### Growth of the Association

The policy of the Association, as embodied in the constitution, is to meet each year at the time and place of the APA convention. The following table gives the place of each of the annual meetings to date:

#### ANNUAL MEETINGS

| <u>Date</u> | <u>Place</u>  | <u>President</u>              |
|-------------|---------------|-------------------------------|
| 1947        | Detroit       |                               |
| 1948        | Boston        |                               |
| 1949        | Denver        |                               |
| 1950        | Penn State    | Br. Roger Philip, F.S.C.      |
| 1951        | Chicago       | Rev. John W. Stafford, C.S.V. |
| 1952        | Washington    | Dr. Joseph F. Kubis           |
| 1953        | Cleveland     | Dr. Alexander A. Schneiders   |
| 1954        | New York      | Rev. Charles A. Curran        |
| 1955        | San Francisco | Rev. Vincent V. Herr, S.J.    |
| 1956        | Chicago       | Dr. William A. Kelly          |
| 1957        | New York      | Msgr. Timothy J. Gannon       |

The growth of the Association has not been spectacular, but it has been steady. The next table furnishes a picture of the year by year growth of the Association.

#### ANNUAL MEMBERSHIP

| <u>Year</u> | <u>Constituent</u> | <u>Associate</u> | <u>Total</u> |
|-------------|--------------------|------------------|--------------|
| 1949        | 144                | 87               | 231          |
| 1950        | 173                | 85               | 258          |
| 1951        | 225                | 45               | 270          |
| 1952        | 258                | 54               | 312          |
| 1953        | 291                | 57               | 348          |
| 1954        | 317                | 64               | 381          |
| 1955        | 367                | 74               | 441          |
| 1956        | 419                | 75               | 494          |
| 1957        | 458                | 81               | 539          |

#### Aims and Activities

Briefly stated, the aim of the Association is two-fold: (1) to bring psychology to Catholics; and (2) to bring the Catholic viewpoint to psychology. From the beginning, the Association has attempted to promote the development of psychology courses in Catholic colleges. A significant effort in this direction was the address to Catholic College Deans on the role of Psychology in the Catholic College, sponsored by the Association and given at the 1953 meeting of the NCEA. A survey of Catholic Colleges, conducted by the Association in 1955, revealed that of the 190 colleges replying, 30% have a major in psychology; 24% offer a psychology minor; 40% give some psychology courses, but not enough to constitute a major or a minor; while only 6% offer no psychology courses. The Association has been instrumental in introducing a section on Psychology and Psychiatry into The Catholic Booklist, issued annually by the Catholic Library Association. This new section will appear for the first time in 1958.

The most concerted effort made by the Association toward the attainment of its aims has been through the publication of the ACPA NEWSLETTER, begun in November, 1950, and now in its seventh year. A consistently valuable feature of the NEWSLETTER has been the review of current psychological books, considered from a Catholic point of view. During the first six years of publication, a total of 180 books were reviewed. Currently, the NEWSLETTER goes to 621 subscribers in addition to the 539 members of the Association. Of these subscribers, 164 are Libraries or Agencies. The publication of the Symposium on Perception, growing out of the 1956 ACPA meeting, and particularly the Symposium on Guilt and Guilt Feelings, jointly sponsored at this year's meeting by the Clinical Division of the APA and by the ACPA are significant steps toward the accomplishment of the second aim of the Association.

## A BASIC COLLEGE SKILLS PROGRAM

Paul J. Centi  
Fordham University

The Office of Psychological Services at Fordham University is that unit on the university level which has the responsibility of providing for the university's students the special services considered necessary to help them to adjust to the demands of college life and to achieve their educational, vocational, and personal goals. Among the services provided from this office are the following: formal testing programs in the freshman and sophomore years to provide data for academic placement and educational, vocational, and personal guidance; special reading improvement and study skills programs for students deficient in these areas; educational and vocational guidance; counselling for students with emotional problems; speech correction and therapy; and job placement.

An additional service provided by this office, the one with which this article is concerned, is a summer program in basic college skills. This program has been offered during the months of July and August for the past three years. Its purpose is to provide entering freshmen with the opportunity to better prepare themselves for college by acquiring the learning skills considered necessary for college success.

Experience has shown that some students either enter college or are unable to work at a level commensurate with their intellectual ability because of deficiencies in the skill areas. The usual programs offered during the school year which provide remedial help in English and mathematics and special instruction in reading improvement and study skills are often found to come too late to forestall eventual failure. It was in order to provide instruction in these skills before the student actually begins his college career that this special program was developed.

The program is aimed primarily at high school graduates who are planning to enter Fordham as freshmen in the fall. These students are invited

by mail to participate on a voluntary basis. In addition, bulletins describing the program are forwarded to the principals of the metropolitan high schools from which most of Fordham's students come, with the request that the bulletin be posted and that information about the program be brought to the attention of students planning to go to college in the fall.

In the summer of 1955, 38 students enrolled in the program. In the summer of 1956, 46 students enrolled. Last summer, 83 students participated in the program. Almost all of these students had voluntarily registered for the program. Included in the enrollment, however, were a few students whose successful completion of the program was made a requisite to a reconsideration of their applications for admission, or to their acceptance as freshmen at Fordham or at other colleges or universities.

The program, as it was offered last summer, extended for sixty hours, three hours a day for four weeks. The fee for the program was \$75.00. The different units offered were the following:

Reading Improvement. Eighteen hours were devoted to improving the students' ability to read study-type or informational-type materials. The purpose of this unit was to develop in the students the ability to read rapidly with comprehension, and to use the reading skills involved in reading for different purposes. Classroom procedure consisted of the use of speeded reading exercises, the Harvard Reading Film, and instruction and practice in the following skills: reading paragraphs, taking notes on reading, reading critically, retaining what is read, scanning for an answer to a question or a specific fact, skimming for key ideas, identifying and making use of organizational patterns in reading selections, reading creative writing and poetry, and reading in newspapers and periodicals.

Study Skills. This unit consisted of the following six lessons: preparing to study, budgeting time, taking classroom notes, using memory more effectively, preparing for exams, and taking exams. The study booklet used was one written by the author (1). In addition, various exercises were employed to give the students the opportunity to practice the skills discussed.

Library Research Paper. Six hours of actual classroom time were devoted to providing instruction in the writing of a library research paper. Outside of class, each student chose a topic, developed a bibliography and an outline, gathered his material in the library, and wrote his paper. The paper was critically evaluated by the instructor and returned on the last day of the program.

Library Skills. All students spent three hours in the library with members of the library staff. The purpose was to acquaint the students with the library and the resources available. Instruction emphasized the principal reference works and other sources which the students would use in writing their papers.

Basic Writing Skills. This unit consisted of eleven hours devoted to discussions of style, English grammar and punctuation, and the rules of spelling. Daily exercises were used to provide practice.

Vocabulary Improvement. Ten hours were assigned to instruction in the uses of the dictionary, in the origin of English, and in the common prefixes, suffixes, and roots. Daily exercises were completed as homework and checked in class.

Mathematics Skills. This unit consisted of ten hours of instruction and daily assignments stressing the basic skills necessary for working with signed numbers, exponents, and radicals; for simplifying algebraic expressions; and for solving equations, systems of equations, and word problems.

Because it was found that all students either did not need or did not desire to take the mathematics unit, students of last year's program were permitted for the first time to choose either the mathematics unit or the vocabulary improvement unit. This arrangement seemed to be satisfactory, although some students did indicate a desire to take both units.

To provide for an evaluation of the program, pre- and post-tests are used to measure improvement in

vocabulary, rate of reading and comprehension, the correct use of English grammar and punctuation. The test results, each year, have indicated considerable improvement in these areas. In the final session each year, students are asked to evaluate the program and its different units, and they have all been questioned a year later. Student responses have emphasized the need for the program and the importance of the instruction given. In addition, student responses have been valuable in pointing out what aspects of the program were in need of revision. For example, the response this year indicated that most students felt that more time was needed to cover the work of the different units adequately and more time was needed to write the library research paper. All the teachers who participated agreed that the program would be more effective if it were lengthened. Consequently, next year's program will be expanded to seventy-five hours and five weeks.

At the conclusion of the program, a "report card" is sent to the parents of all students enrolled. This report contains the scores of the students on the pre- and post-tests; the grades assigned by the teachers for the library research paper and for the study skills, reading improvement, vocabulary improvement, and mathematics units; and a statement of the number of absences incurred by the student. The grades for the different units are determined by a consideration of the student's performance in class, on homework assignments, and on tests of his knowledge of the content of the units.

Although further evaluation is called for and being planned, our feeling at the present time is that the program is worthwhile and provides valuable instruction in necessary skills to high school graduates planning to attend college.

The program has been especially appreciated by returning veterans, foreign students, and students who have been out of school for a year or more. Any future reorganization of the content and methods of instruction used will probably be in the direction of providing more individualized instruction based on measures of the students' proficiencies in the skills covered by the program.

(1) Paul Centi HOW TO STUDY MORE EFFECTIVELY. New York: Fordham University Press 1955. Pp. iv + 28. \$.35.

Psychological Association meeting in Chicago on October 12th. . . . Thomas W. Chu has transferred from Catholic Charities Guidance Institute, New York, to the post of staff psychologist at St. Vincent's Hospital, Harrison, N. Y. . . . Sister Annette Walters, C.S.J., of the College of St. Catherine, St. Paul, Minn., will give a series of 32 half hour lectures on "The Psychology of Mental Health" over station KCTA-TV, St. Paul, starting on February 5th. Those who register for the course for credit will be given syllabi, bibliographies, and study guides for the course. They will also be given an opportunity to participate in several discussion group meetings at the College of St. Catherine. . . . The Seattle-King County Anti-Tuberculosis League has appropriated ten scholarships for the Symposium on Alcoholism, presented yearly by Rev. James E. Royce, S.J. at Seattle University, since their nurses and social workers find alcoholism the biggest obstacle to rehabilitation of cured tubercular patients. . . . Two of Dr. Alexander A. Schneiders' books, The Psychology of Adolescence, and Personal Adjustment and Mental Health, have been translated into Italian and are scheduled to appear in their Italian editions within the next several months. . . . Sister Marian Dolores, chairman of the department of psychology at Marylhurst College, Oregon, has been added as a lecturer to the staff of the graduate department of psychology at the University of Portland.

**GRANTS IN THE NEWS.** The Student Personnel Service of St. Francis College, Brooklyn, has received a \$9,000 grant from the Federal Government. The sum, to be disbursed at \$3,000 a year for three years, was obtained through the National Institute of Mental Health, and will be used to finance a project on "Improving Collegiate Mental Health." It is believed that increased emphasis on mental health services in college helps prevent serious emotional disturbances among students, and assists them to make a more successful adjustment to college and to life. . . . Rev. Henryk Misiak, of Fordham University, has received a grant from the U. S. Public Health Service to study the relationship between intellectual functioning and critical flicker fusion in old age. The grant was awarded for the academic year 1956-1957, and was extended into 1957-1958. The amount of the grant over the two-year period is \$18,000. . . . The Department of Psychology and Psychiatry of the Catholic University of America has received a grant in the amount of \$34,719.00 from the National Institute of Mental Health. \$18,000 of this amount is allocated for the support of the Department's program in clinical psychology. The remainder is for stipends for five trainees in clinical psychology and a fellow in child psychiatry. The Department has also received from the National Institute a grant of \$13,210 for the study of Juvenile Delinquency. This money will be used to study the way in which juvenile delinquency develops in boys through their association with other delinquents. This study will be made in collaboration with the National Training School for Boys, Washington, D. C. . . . Rev. Charles A. Curran, of Loyola University, Chicago, has received a research grant of \$7,000 from the Society for Human Relations Research for a study of counseling skills applied to language learning. The main purpose of the research is to test the hypothesis that learning a language is personally threatening and self-involving and in this way resembles the psychological state of a person coming for counseling.

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#### BOOK REVIEW SECTION

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Leary, Timothy INTERPERSONAL DIAGNOSIS OF PERSONALITY. New York: Ronald, 1957. Pp. xix + 518. \$12.00.

This book will amply repay diligent reading and study. Lest the reader expect too much, however, he will need to keep in mind what the author says is the scope of the book and of the theory and method described and developed in it. In his preface Leary says: "This book should be interpreted in the light of its environmental and professional contexts. It is the product of clinical psychologists working in a psychiatric setting, and practical answers have been required of the interpersonal system at each stage of its development." On P. 5: "The interpersonal system

presented in this book addresses itself to a narrow, limited slice of human behavior. There are many other facets of human activity which have attracted the interest and energy of psychologists. In the Kaiser Foundation research we omit or ignore about nine-tenths of these activities and concentrate rather single-mindedly on one dimension - the interpersonal." And on P. 6: "In addition to restricting our attention to interpersonal activity, there is a further qualification. We cannot hope to include the entire range of the individual's social

behavior, but will apply most of our energies to the task of understanding and predicting the subject's interpersonal behavior in one specific environmental context-his relationship to a psychiatric clinic." One can be justly amazed at the skill with which the work is carried out, the adroitness with which formal principles, qualification procedures and practical application of results are fitted into one another and the surprising number of new and enlightening insights into a lot of things all of us may have already known but never noticed.

In a review of this rather specialized scope we cannot give a detailed appreciation and criticism. For the purposes of the NEWSLETTER let it be summarily stated that this book will profit every reader. One may disagree with points of psychological doctrine presented in the theoretical part but these points are not so much controversial as debatable. So too, one may not like the psychoanalytical cast of language and interpretation, but one must recognize the superb skill with which the language is used to achieve almost "noiseless" communication. In like manner one may not have as great a predilection for Logical Positive "science of science" as the author, but one must acknowledge the truly competent way in which the three are fitted together to produce a good work and praise it. One of the basic assumptions of the author struck a sympathetic chord in the reviewer, who also theorizes on personality in a minor way. This is the Principle of Self-Determination; expressed briefly by the author as meaning that the human being is mainly responsible for his own life situation and the interpersonal relations he bears. This is but one of the strengths of the book.

The book is divided into five parts. The first part, to page 90, formulates the theoretical system. In it the author lays down the axiom and postulates of a formal system and relates it to his program of research in his field of personality by adopting and explaining nine working principles.

The second and third parts deal with the interpersonal dimensions of personality, their measures and the levels at which the measures are taken, pp. 90-241. The system is quite complex and no attempt will be made here to summarize the 16 variables of interpersonal behavior and the five levels at which behavior is revealed or a measurement taken. The system is ingenious, and

what is more, very apt both for research and practice. However, their status as measurements is not as strong as the book makes it appear. For one thing, the scales devised are ordered (or ordinal) but not equal interval scales. Yet when the intensity measures of the variables are plotted on the circular area the metric properties of the points in the circle are transferred to personality variables and their rating. For such a transfer of metric properties, the scales used to locate the points on the circular continuum must have a rational zero, they must have equal intervals and the values derived must have a cardinal value. None of this is true of the scales used in the book. Zero points are arbitrary. For instance, on P. 66, it is said: "The power continuum (variable A) is conceived of as a linear scale ranging from too much to complete and inappropriate absence of dominance." (Italics in the 'ext). Who is to judge what is "inappropriate absence"? Other "meter sticks" too are not objectively calibrated. The Adjective Check List is one example. The clinician, the rater, the subject each may have a different standard for the meaning of the adjectives. The reviewer makes these points not to find fault with the book but to mitigate the enthusiasm for the magic of numbers which this section might generate.

The next hundred pages of the book are devoted to the task of applying the system developed in the previous section to the task of clinical diagnosis and prognosis. This for the clinician (and one is tempted to say: especially for one not oriented as the author is) is perhaps the meatiest part of the book. Each successive reading will uncover something not noticed before. (For four readings made by the reviewer, anyway.) The fifth section deals with some applications of the interpersonal system outside the clinic. The data studied in this section are not as ample as those in the main part of the book but the author is satisfied that the system can be applied in medical practice, for instance, or in industrial management with significant rewards in information.

The book has many virtues - and as one would expect, some of the faults of its virtues. It suffers also from an extrinsic handicap, it costs twelve dollars!

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John A. Gasson, S.J.

Pressey, Disney L. and Kuhlen, Raymond G. **PSYCHOLOGICAL DEVELOPMENT THROUGH THE LIFE SPAN**. New York: Harper, 1957. Pp. v + 654. \$6.00.

The present volume is the second developmental psychology by Pressy and Kuhlen. Like the earlier volume (Life: A Psychological Survey, 1939) this book deals with the entire life span. Unlike most other developmental psychologies emphasis is on the period after twenty years of age. Another point of departure from many of the other available developmental psychologies is emphasis on the influence in development of the socio-cultural-economic-environment rather than the biological or the strictly personal.

The book is very readable and orderly in presentation. The first half brings together the vast data in three major areas of developmental research: 1) the physical changes during the life span, 2) the concept of abilities and developmental tasks, 3) the work life of the individual. The latter half of the book deals with motivation, emotion, values and social relationships throughout the life of the individual. In each of the thirteen chapters the authors first state the general area and scope of the problem they will treat, then present the available data on the subject and finally make a reformulation of the problem and summary of its present status. The data presented include up to date studies representing in addition to psychological research contributions from education, anthropology, and commerce.

The principle aim of the book is to assemble the available research on development through the life span and evaluate it in the light of rapidly changing world conditions. The authors point out the necessity for a reorientation of public attitudes toward different life periods, and suggest some very interesting practical effects such a change of attitude would most probably entail, such as a reorganization of the formal educational system.

While this book is not primarily concerned with formulation of a theory of personality, certain theoretical assumptions stand out. Throughout, the authors maintain a clear distinction between the individual's behavioral and dynamic organization. They emphasize the importance of evaluating personality research with reference to the normal personality and cite abundant evidence to indicate the impossibility of developing an adequate theory of personality without data from normative and sociological as well as clinical sources.

Though probably an indication of the lack of research in the field rather than selective treatment by the authors, it is none the less regrettable that in the chapter on religion and moral values there was not greater stress on dynamics. This section tends to be merely a statement of changes with advancing age. Also the authors conclude to a sharp distinction between the cognitive and emotional aspects of moral development, which implies a lack of personality unity not entirely consistent with their interpretation of other data. Emotion is treated principally from the point of view of the disorganizing effects of fear, stress, and anxiety. In this connection, it is perhaps the greatest omission of the book that there is practically no attempt to evaluate emotion in its integrative role in personality development.

This book is invaluable in bringing together in clear concise manner a tremendous amount of material from diverse sources. It should prove very useful as a reference work for courses in personality and developmental psychology and is rich in suggestions for further research.

Holy Family College  
Philadelphia, Penna.

Dorothy Pisula

Chant, S. N. F., and Signor, E. I. **INTERPRETIVE PSYCHOLOGY**. Toronto: McGraw-Hill, 1957. Pp. x + 277. \$5.00.

This book, by two Canadian psychologists of the University of British Columbia, is an interesting introduction to psychology for college freshmen. Its chief interest lies in the fact that it provides the young student with a practical knowledge of human behavior by emphasizing the activities of people

rather than the "theoretically prescribed mental processes or response mechanisms."

In keeping with this idea the authors have not been afraid to diverge from the more conventional practice of compiling authoritative summaries of

experimental findings. Instead, numerous illustrative examples that can be confirmed by direct observation are skillfully and effectively used, enabling the student to understand the significance of the psychological viewpoint in interpreting his own experiences and his observations of others. To my mind, this is the outstanding feature of the textbook. However, extensive footnotes and references are also provided so that the student can consult the experimental sources in complete detail. It must also be mentioned that technical vocabulary is replaced by descriptive statements. This is done to minimize the acquiring of a technical vocabulary without understanding, and maximize an adequate understanding of the basic concepts of psychology.

Then, too, to overcome the common objection that psychology is too abstract, or too mechanical, or too far removed from the ordinary activity of an individual to have any practical reference, the authors approach the person as a whole rather than in a manner that implies that different activities can be studied independently.

The book comprises 13 parts. The first part deals with the psychological study of human activity. Here the humanistic approach to man is stressed. This psychological study is followed by viewing human activity in its motivational, sensory, social, modifiable, emotional, compositive, adjustive, differential, personal, and transitional

aspects. The authors' method is to proceed from what the student already knows about human activity to what is unfamiliar to him. As can be seen, the scope of this book is very wide but handled in a very clear and unified manner.

It should be mentioned that when various theoretical formulations are referred to in pertinent footnotes, the authors make a very definite attempt to be all-inclusive, and formulations by Catholic psychologists are not neglected - e.g. the influence of volitional factors on human activity by Thomas Verner Moore; the activity of the individual in the process of adjustment by Alexander A. Schneiders; the role of freedom, conscience and oughtness in a comprehensive theory of learning by Frank J. Kobler; a theory of imagination by Magda B. Arnold and John A. Gasson; and the material on integration and the Self-Ideal by Vincent V. Herr.

This book is an excellent introduction to the study of psychology and to the development of the psychological viewpoint. The selected reading references at the end of each section are extensive and up-to-date. The authors have succeeded in presenting a textbook which is clear, interesting, and forceful, one in which the student is presented with a psychology intimately linked with the affairs of his everyday life.

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Pius A. Riffel, S.J.

Phillips, E. Lakin PSYCHOTHERAPY: A MODERN THEORY AND PRACTICE. Englewood Cliffs: Prentice-Hall, 1956. Pp. vi + 334. \$5.00.

Clinical psychologists, for the past few years, have been focusing more and more of their attention upon two thus-far-neglected areas of psychology: personality theory and psychotherapy. Recently, various authors with primarily experimental orientation have become interested in various problems of clinical psychology, and thus experimental methods are being introduced into clinical research and practice. Psychotherapy and the underlying personality theories are the newest points of embarkation of the experimental clinician who are attempting to provide sufficient empirical data necessary for quantification of various assumptions. Some of these attempts in the beginning have had certain sobering effects

upon too loose thinking in clinical psychology, but their persistent efforts to quantify human behavior have introduced new problems into clinical psychology which we are now trying to untangle.

Dr. Phillips' book presents precisely the same problems to psychotherapy as it does to the entire field of clinical psychology. We are inclined to agree with Dr. Meehl's statement in the forward to the effect that the author of the book is attempting to introduce a new approach to psychotherapy, although we may not completely agree with the implications entailed in such an approach. Dr. Phillips has launched an attempt to apply the "behavior-theory principles" to psychotherapy. He questions the

assumptions of depth therapy and proposes to handle the therapy primarily on the conscious level (questioning the necessity of the concept of the unconscious). He calls his method "assertion-structured therapy" (p. 49) and presents an "assertion-disconfirmation-tension redundancy" formula for explanation of various conflict situations. The author believes that in using such nomothetic terms we can be more scientific and he devotes a whole chapter to an epistemological analysis of idiographic-nomothetic controversy. He presents an interesting point of view, but obviously fails to convince the reader that such a controversy is inevitable.

The book represents a departure for traditional depth therapy; this might be applauded by those who seek new therapeutic ideas. However, it is the impression of this reviewer that it represents also a departure from therapy itself. It strikes me more as a book which could serve for theoretical discussions in a graduate seminar, but which repre-

sents limited importance to a more advanced clinician. One misses particularly more conceptualization in respect to personality therapy, which is inevitable in any psychotherapy. Of course, in dealing merely with behavior the author does not come in conflict with the Catholic doctrine; actually in evading philosophical, anthropological and existential questions the author doesn't encounter conflict with any theological doctrine.

Probably the most valuable contribution is the chapter on "conflict paradigm." The short examples and therapy protocols are well summarized and wisely selected. Interesting also are the research findings, particularly on the rating of therapy hours by various therapists.

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Sparer, Phineas J., M.D. (Ed.) **PERSONALITY, STRESS AND TUBERCULOSIS.** New York: International Universities Press, 1956. Pp. xviii + 629. \$12.50.

The Memphis Veterans Administration Hospital, which is for tuberculosis patients, each year has been offering through the year a psychosomatic orientation program for the entire professional staff. Through 1955 and 1956 this program took the form of a comprehensively organized lecture program by invited, nation wide specialists in broadly psychosomatic constituents of modern tuberculosis treatment. The 33 chapters of Personality, Stress and Tuberculosis are the presentations of these doctors, psychiatrists, psychologists, and psychosocial researchers.

This reviewer cannot conceive of a person engaged in tuberculosis work in any capacity for whom this volume is not a "must." Much of hospital effort today is more than straight medical-surgical care. This is all the more so with any of the chronic diseases, and will even increase in the next decades. Efficacious treatment in tuberculosis is universally recognized as a multidisciplinary responsibility. This book is proof of that fact and of its realization in actual operation. Furthermore, it is a noteworthy record in a large part of it of the psychologist's value to medicine.

In addition to the suggestiveness of the first word in the title, it is this record which is of moment to ACPA readers. Part I of the book is the groundwork, as it were; here the words "Stress" and "Tuberculosis" of the title are primarily exposed, and, as is proper, by specialists of the medical profession.

Part II offers the clinical applications of medicine, psychiatry, and psychology to modern tuberculosis treatment. These 13 chapters give intense attention to the element of "personality" taken in a very embracing sense. Chapters 14, 15, 18 and 23 are by psychologists, and at their best. Chapter 23 is recommended to readers who wish first hand knowledge of the new direction psychology has taken in hospital and institution work, namely, from the specific to general, from treatment to prevention, from diagnosis to training and teaching, from testing to research, and from individual work to coordinating.

Part III contains nine chapters on special problems in tuberculosis treatment which are specifically psychologic. Irregular discharge or self-discharge or AWOL from a hospital by patients before treatment

has attained its goal, and alcoholism, are the two major problems interfering with treatment. They are essentially psychological; they are par excellence the challenge and responsibility of the psychologist in the light of the new direction mentioned above. May it not seem unfair to the other outstanding authors if this reviewer suggests that

Chapter 31 "Some Aspects of the Sanatorium Adjustment Difficulties of White Male Skid Row Alcoholic Tuberculous Patients" be read by any psychologist coming upon this book.

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